**DENVER PUBLIC SCHOOLS**

**MENTAL HEALTH & ASSESSMENT SERVICES**

**ATTENDANCE POLICY & COMPLIANCE HANDBOOK**

**2013-2014**

**Overview**

The information contained in this document is provided to assist school staff with the legal compliance issues of truancy reporting and to aid in meeting requirements of DPS Policy and State Law regarding student attendance. The Colorado School Attendance Law of 1963 [Title 22, Article 33, Part 1] and the Denver Public Schools Policy JE Student Attendance and Policy JE-R Student Attendance Procedures govern and direct the attendance policy and procedures contained in this document.

DPS policy and departmental best practice is to identify, develop and monitor appropriate culturally-responsive interventions with the goal of minimizing the need for formal legal involvement around attendance and truancy issues. Improving student attendance is one of the superintendent’s and the school board’s 5-year priorities. All DPS school social workers and school psychologists are expected to directly and actively support school-based attendance efforts including participation on School Attendance Teams. Professional development will be offered to all attendance team members in the fall semester.

For additional support, contact:

Sarah Friend, Attendance Court Liaison

Phone: 720-423-8089

Fax: 720-423-8934

Sarah\_Friend@dpsk12.org

**ATTENDANCE CHECK LIST**

This template is designed as a general guideline to help you keep track of what you have done with particular students or to help walk you through the general process. If you have students who have a history of poor attendance, you may choose to skip some or all of the steps tried the previous year or at the previous school.

|  |  |
| --- | --- |
| Item | Completed |
| Meet with principal to organize an Attendance Support Team/Attendance Mediation Workshops (at the middle/high school level) |  |
| Develop universal interventions and provided interventions to targeted students |  |
| Develop targeted interventions and provided interventions to targeted students |  |
| Develop intensive interventions and provided interventions to targeted students |  |
| Lead staff discussion on attendance procedures |  |
| Begin monthly tracking of student attendance via Infinite Campus |  |
| Refer student and family to Attendance Team/Student Intervention Team (SIT), as necessary |  |
| Send a *Truancy Notice*-original notarized letter to parent/guardian; school keep a copy |  |
| File *Summons & Petition and Pre-Filing Summary* for initial petition in truancy court, if appropriate, after 30 or more unexcused absences \* |  |
| File *Contempt* if student has a court order and is violating the order |  |

\* The minimum number of unexcused days to be able to file is TEN; if the school suspects the absences are not legitimate, you must alert the parent that without proper documentation, absences will not be excused by the school even if the parent is calling the school to excuse them. You may file prior to the student having 30 unexcused absences, but they must meet at least the minimum requirement of ten days unexcused. All letters and other documents regarding attendance can be found on the DPS website under Student Services/Mental Health & Assessment.

**ATTENDANCE SUPPORT TEAM RESPONSIBILITIES**

**In August:**

* **Familiarize yourself with the Attendance Intervention Guide and this manual**

Coordinate with building principal or designee to determine an Attendance Support Team for the academic year.The team should consist of at a minimum the school social worker and/or school psychologist, counselor, office secretary, and a building administrator

* As a team, develop attendance support strategies at the Universal, Targeted and Intensive levels. For support and strategies, you may request help through a referral to Mental Health & Assessment Support Services. It is recommended that Attendance Mediation Workshops be implemented at the middle and high school level
* Utilizing the Student Tracking Form, identify any students with attendance issues that have transferred over the summer

**In September and once a month following:**

* As a team, each month, provide universal interventions in a school-wide framework
* Coordinate with school’s DATA team to determine students with attendance issues
* Organize support to the students in need of targeted intervention/s (e.g., those who had between 5 and 10 cumulative unexcused absences in each month, as noted in Infinite Campus). In middle and high schools, it is strongly recommended that Attendance Mediation Workshops be implemented
* Organize support to the students in need of intensive interventions (e.g., those who had a minimum of 10 unexcused absences, as noted in Infinite Campus, from the last academic year and for each successive month)
* As a team, consider a Truancy Court Filing if a student reaches 30 (or more) cumulative unexcused absences. You may file before a student reaches 30, but they must meet at least the minimum criteria of ten unexcused to be considered for filing. This also the time to consult with Sarah Friend (Attendance Court Liaison) to determine the appropriateness of a court filing

**In October**

* Assist with the October Pupil Count process. More specific information will be made available to you in September
* In January

File on those students that you and your team has deterimined meet the criteria for truancy court. No additional filings will be accepted after 2/28/14

**COURT FILING PROCESS**

This policy applies to all attendance court procedures including preparing reports, presenting reports in court and transferring records to other social workers or school psychologists.

The Attendance Team must consider filing a Summons and Petition when students accumulate 30+ cumulative unverified/unexcused absences.

Procedure:

* Attendance Team sends to the family home the original and notarized *Truancy Notice* (written in the parents preferred language as possible)
  + The team keeps a copy in the social-emotional record
  + **ONCE IT HAS BEEN DETERMINED THAT A FILING WILL BE REQUESTED,** the team faxes the notarized Truancy Notice to Sarah Friend (Attendance Court Liaison)

Background on the Truancy Notice:

* Is required by law to be sent when a student has 30 or more cumulative days of unverified/unexcused absences
* Is a legal document; the content cannot be amended or adapted
* Do not send the notice unless the student meets the minimum criteria for filing (4 unx absences in a month, or 10 unx absences in a school year)
* Sarah Friend (Attendance Court Liaison) can provide a copy and guidance
* The Attendance Officer or team completes the *Summons and Petition (S & P)*, with the court-approved codes on page three. The student and parent information MUST be completed (this can be found on the DPS website). If both parents are listed in IC, even if non-household, enter both parents on the S & P
* The Attendance Officer completes the *Pre-Filing Summary*. All three pages must be filled out. Please provide a thorough narrative, and note that the parents/students receive a copy when they are served for court. The team sends this form and the S & P via e-mail to Sarah Friend (Attendance Court Liaison)
* Sarah Friend will contact staff via e-mail when court is scheduled
* There is no expectation that school staff must attend court. Sarah Friend (Attendance Court Liaison) will represent the district’s stance in court proceedings. Information regarding court recommendations will be provided to you within 24 hours of the court proceeding
* You do not need to complete a Juvenile Court Attendance Report (JCAR); email updates will be requested prior to the court hearing

**GUIDELINES FOR STUDENTS WHO TRANSFER SCHOOLS**

**Student transferred to a different DPS school during the summer:**

Court Hearing Scheduled in fall of new school year

* Prior to October 1st, the Attendance Support Team at the student’s prior school is responsible for any updates (sent by email to the Attendance Court Liaison) at the first hearing
  + The social worker and/or school psychologist at the prior school will contact the social worker and/or school psychologist at the new school for current attendance and behavior and report this information to the ACL
* After October 1st, the Attendance Support Team at the student’s current school is responsible for any hearings

**Student transferred to a DPS school during School Year:**

* + - The Attendance Support Team at the student’s current school is responsible for any updates or Juvenile Court Attendance Reports (JCARs)
  + The social worker and/or school psychologist shall contact the social worker and/or school psychologist at the student’s prior school for attendance and behavior and report this information to the ACL

**Student Transferred to a Non-DPS School and/or is a missing student**

* Contact the Attendance Court Liaison (Sarah Friend, 720-423-8089) for additional instruction and support. The circumstance of the case determines if it will be heard in court
* Schools should not ever withdraw a student without confirmation that they are attending another school/school program, and/or following the DPS Withdrawal Procedures

**GUIDELINES FOR TRACKING STUDENTS BETWEEN SCHOOL YEARS**

Purpose:

* This Form provides an overview of the status of truancy filings at the end of one school year and the beginning of a new school year
* To track truant students from one school year to the next in anticipation of a court hearing in the fall of the new school year
* This includes students for which a **Summons & Petition/Pre-Filing Summary** was completed and submitted in the spring but a court date was not assigned because the court dockets were full
* This form is available on the DPS Student Services website and should be completed on the computer

## REQUESTING A COURT HEARING

**(HOW TO FILE INITIAL PETITIONS & CONTEMPTS)**

The **computer version** of these forms, available on the DPS website under Student Services, **must be completed** so they can be e-mailed to the DPS Paralegal & ACL

# To Request an Initial Petition Hearing

* **Prior to Requesting a Hearing**
  + **Truancy Notice** 
    - complete on the computer
    - print
    - sign in two places
    - have notarized
    - keep a copy for your records
    - mail the original to the home
* **To Request a Hearing**
  + **Summons & Petition (please note that this form is 3 pages)**
    - complete on the computer, using the court required Physical Description Codes; please complete the height/weight information for the student
    - E-mail to the Sarah Friend
  + **Pre-Filing Summary (please note that this form is also 3 pages)**
    - * The first page is a narrative—please be descriptive and detailed regarding issues but take care to be objective/factual
      * The second page details the interventions the school has attempted.
      * The third page asks for parent response and recommendations
* **Truancy Notice**
  + - Ensure the completed notice contains signatures and notary seal
    - Fax a copy of the Truancy Notice to Sarah Friend at 720.423-8934

**To Request a Contempt Hearing**

* **Contempt Request** – complete on the computer and e-mail to Pam Benik (DPS Paralegal).

**DPS Paralegal – Pam Benik Attendance Court Liaison—Sarah Friend**

Phone: 720-423-3309 Phone: 720-423-8089

Fax: 720-423-3892 Fax: 720-423-8934

[Pamela\_Benik@dpsk12.org](mailto:Pamela_Benik@dpsk12.org) [Sarah\_Friend@dpsk12.org](mailto:Sarah_Friend@dpsk12.org)

**DENVER PUBLIC SCHOOLS**

**900 GRANT STREET / DENVER, CO 80203**

**TRUANCY NOTICE**

|  |  |
| --- | --- |
| Parent/Guardian: | **SAMPLE ONLY – USE COMPUTER FORM** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student: |  | DOB: |  | ID #: |  |

|  |  |
| --- | --- |
| School: |  |

**YOU ARE HEREBY NOTIFIED** that:

1. The above named child is out of compliance with “The School Attendance Law of 1963” [§22-33-101 C.R.S. et seq. 2006] and has been declared habitually truant under the School District’s Board of Education student attendance policy.

2. As indicated below, to compel compliance with Colorado’s student compulsory attendance law, the School District may initiate proceedings in Juvenile Court for the City and County of Denver. Beginning on the date of this notice, you and your child are required to comply with Article 33, Title 22, which the applicable part is as follows:

a.…”[E]very child who has attained the age of six years before August 1 and is under the age of seventeen years,... shall attend public school for at least one thousand fifty-six hours if a secondary school pupil, or nine hundred sixty-eight hours if an elementary school pupil…” [§22-33-104(1) C.R.S.]

3. Proceedings will not be brought provided the above-named child complies with Colorado’s student compulsory attendance law and immediately begins to attend school without further unexcused absences or truancies after the date of receipt of this notice. 4. In the event proceedings are initiated, the Court may issue an order compelling the above-named child to attend school, and, if such order is not obeyed, the School District may pursue a contempt citation in which the Court may find that you, as parent[s]/guardian[s], and the child have not complied with the Court’s orders and impose such sanctions as provided by law.

## DATED AND SIGNED at Denver, Colorado

Attendance Officer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attendance Officer for School District No. 1, City and County of Denver, State of Colorado

\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \*

CERTIFICATE OF MAILING

I hereby certify that on the \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_\_\_ a true and correct copy of the foregoing Notice was placed in the United States mail, postage prepaid, addressed to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and his/her parent/guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Denver, Colorado 80\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attendance Officer for School District No. 1, City and County of Denver, State of Colorado

**STATE OF COLORADO**

**CITY AND COUNTY OF DENVER**

The foregoing Certificate of Mailing was acknowledged before me on the \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20­­\_\_\_\_\_\_.

My commission expires: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notary Public

11-96/8-11

JUVENILE COURT, CITY AND COUNTY OF DENVER,

STATE OF COLORADO

Court Address:

Lindsey-Flanigan Courthouse

520 West Colfax Ave

Denver, CO 80204

Petitioner: SCHOOL DISTRICT NO. 1

IN THE CITY AND COUNTY OF DENVER,

STATE OF COLORADO,

Case Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child Respondent: **SAMPLE ONLY – USE COMPUTER FORM**

Team \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Respondent(s): #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OFFICE OF LEGAL SERVICES

SCHOOL DISTRICT NO. 1

Name: Walter Kramarz, Chief Deputy General Counsel

Michael J. Hickman, Deputy General Counsel

Amber Elias, Deputy General Counsel

Address: 900 Grant Street, Suite 401

Denver, CO 80203

Phone Number: (720) 423-3393

Fax Number: (720) 423-3892

Atty. Reg. #: Kramarz - #33882, Hickman - #34175, Elias - #40347

# SUMMONS

To the Child Respondent and Parent/Guardian Respondent(s) above named, GREETINGS:

You are hereby summoned and required to appear on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at the hour of \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_. m.** in the Juvenile Court, Room 2A/2B, Lindsey-Flanigan Courthouse , 520 West Colfax Ave, Denver, Colorado, in proceedings brought against you by the above-named Petitioner in the interest of the above-named Child Respondent.

If you fail to appear at the time and place specified above, the Court may issue a Contempt of Court Citation. If you are found to be in contempt, the Court may impose a fine, jail time, or both, at the discretion of the Court, to vindicate the dignity of the Court.

This is a proceeding to compel attendance at school as is more fully set forth in a copy of the Petition attached hereto.

WITNESS, my hand and seal of said Court on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Clerk of the Juvenile Court

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Deputy Clerk

Summons & Petition 11-06/4-12

JUVENILE COURT, CITY AND COUNTY OF DENVER,

STATE OF COLORADO

Court Address:

Lindsey-Flanigan Courthouse

520 West Colfax Ave

Denver, Colorado 80204

Petitioner: SCHOOL DISTRICT NO. 1

IN THE CITY AND COUNTY OF DENVER,

STATE OF COLORADO,

Case Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child Respondent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division: \_\_\_\_\_\_\_ Parent/Guardian Respondent(s): #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OFFICE OF LEGAL SERVICES

SCHOOL DISTRICT NO. 1

Name: Walter Kramarz, Chief Deputy General Counsel

Michael J. Hickman, Deputy General Counsel

Amber Elias, Deputy General Counsel

Address: 900 Grant Street, Suite 401

Denver, CO 80203

Phone Number: (720) 423-3393

Fax Number: (720) 423-3892

Atty. Reg. #: Kramarz - #33882

Hickman - #34175

Elias - #40347

PETITION FOR ORDER TO COMPEL SCHOOL ATTENDANCE

The undersigned respectfully represents to the Court:

1. That the undersigned is either General Counsel or Assistant General Counsel for

Petitioner School District No. 1 in the City and County of Denver in the State of Colorado.

1. That the Child Respondent is a minor child under seventeen years of age, and that the Child Respondent resides within the City and County of Denver and within said School District No. 1:

3. The names and addresses of the Child Respondent and his/her parents/guardians are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child Respondent |  | | | |
| Date of Birth |  | | | |
| Address |  | | | |
|  | Note: Use Court “Required” Physical Description Codes | | | |
| Race |  | | Sex |  |
| Height |  | | Weight |  |
| Hair Color |  | | Eye Color |  |
| Scars, Marks, Tattoos | |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| #1 Parent/Guardian Respondent |  | | |
| Address |  | | |
| Race |  | Sex |  |
| Height |  | Weight |  |
| Hair Color |  | Eye Color |  |
| Scars, Marks, Tattoos |  | | |

|  |  |
| --- | --- |
| #2 Parent/Guardian Respondent |  |
| Address |  |

|  |  |
| --- | --- |
| Attendance Officer |  |

4. That the said child has failed to comply with "The School Attendance Law of 1963," in that [Child] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been absent from [School] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an excessive number of unexcused school days for the school year[s] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without appropriate excuse for the absences.

5. That the Child Respondent and his/her Parent/Guardian Respondent(s) were duly mailed a written notice to comply with the provisions of "The School Attendance Law of 1963" as evidenced by the Notice and Certificate of Mailing attached to this Petition and that they have failed to so comply.

WHEREFORE, the Petitioner prays that a Summons be issued and served upon the Child Respondent and the Parent/Guardian Respondent(s), fixing a day and time certain for the hearing of this Petition, and that upon the hearing hereof Child Respondent be ordered to attend public school in compliance with "The School Attendance Law of 1963," and that Parent/Guardian Respondents be ordered to exercise their control over Child Respondent so as to ensure his/her attendance at school.

OFFICE OF LEGAL SERVICES

SCHOOL DISTRICT NO. 1

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Walter Kramarz, Chief Deputy General Counsel

Michael J. Hickman, Deputy General Counsel

Amber Elias, Deputy General Counsel

|  |  |  |
| --- | --- | --- |
|  | **PHYSICAL DESCRIPTION CODES** |  |
|  | **Codes Required on All Court Documents** |  |
| **Race** | American Indian | **I** |
|  | Asian | **A** |
|  | Black | **B** |
|  | Caucasian | **W** |
|  | Hispanic | **H** |
|  | Other | **O** |
| **Hair** | Bald | **BLD** |
| **and** | Black | **BLK** |
| **Eye** | Blue | **BLU** |
| **Color** | Blond | **BLN** |
|  | Brown | **BRO** |
|  | Green | **GRN** |
|  | Grey | **GRY** |
|  | Red | **RED** |
|  | White | **WHI** |

**DENVER PUBLIC SCHOOLS**

**PRE-FILING SUMMARY**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reporter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_

Please provide a brief narrative of the student’s truancy and any assessment of the student in the following areas, specifically listing strengths and areas needing improvement/intervention. Please include descriptions/reasons for truancy, family information, peer information, school/community attachment, loss/grief/trauma issues, mental health concerns, substance use/abuse concerns, behavioral concerns, and risk and protective factors. You may need to click on ‘enable form’ to type into this document.

(Please also submit any copies of attendance contracts or plans or other relevant documentation; IC records of behavior and/or conference atom information will be attached by the Attendance Court Liaison)

What kinds of incentives can be provided at the school level for improved attendance (extra computer or recess time, helping younger students, gift cards, etc)? What sanctions (picking up trash, helping with lunch clean-up, etc) at school may be applied through a court order if the student does not comply?

**EDUCATIONAL HISTORY**

Attendance at time of filing: Days/Periods possible: \_\_\_\_\_\_

Days/Periods Absent: Unexcused \_\_\_\_\_\_\_\_\_\_ Excused \_\_\_\_\_\_\_\_\_\_

Tardies: \_\_\_\_\_\_\_\_\_

What is the enrollment history?

Special Education:  Yes Disability(s): \_\_\_\_\_\_\_\_\_\_\_\_

 No Most recent IEP – Date: \_\_\_\_\_\_\_\_\_\_

**DISTRICT LEVEL INTERVENTION**

Prior to filing a petition in court, the following interventions have been attempted with the student (add dates/clarifying information):

Attendance letter to parent(s)

­­­­­­­ ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_

Daily attendance/progress sheets

\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrative/SSP check in

\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Teacher conference

\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutoring

\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewed transportation issues

Changed student’s schedule

\_\_\_\_\_\_\_\_\_\_\_\_\_

Referral to Student Intervention Team (SIT)

\_\_\_\_\_\_\_\_\_\_\_\_\_

Update of IEP (if applicable)

\_\_\_\_\_\_\_\_\_\_\_\_\_

Addressed complaints of bullying

\_\_\_\_\_\_\_\_\_\_\_\_\_

 Participation in Attendance Mediation Workshop

Short term Individual &/or Family Counseling

\_\_\_\_\_\_\_\_\_\_\_\_\_

Referral to sch. or community group

\_\_\_\_\_\_\_\_\_\_\_\_\_

Resources for outside services given

\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Attendance Review Board (SARB)

\_\_\_\_\_\_\_\_\_\_\_\_\_

Referral to Dept of Human Services

Please attach dates and reason for referral(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other (please describe)

\_\_\_\_\_\_\_\_\_\_

Which of these interventions were helpful, even in the short term, to improve attendance?:

Which of these interventions were not tried, but you feel might be helpful? Please explain why:

Which of the following interventions have parent(s)/guardian(s) reported to the school as attempting to implement at home:

Disciplinary consequences for missing school

Remove electronics from bedroom

Curfew: home by \_\_\_\_\_\_\_\_ weeknights \_\_\_\_\_\_\_\_ weekends

Bedtime: by \_\_\_\_\_\_\_ up by \_\_\_\_\_\_\_\_\_

Attending school with student

Provide transportation for school

Which of these interventions were reported as helpful?

Do you feel parent(s)/guardian(s) are in need of services? Please check all interventions that you feel would be helpful to parent(s)

Mental Health Evaluation

Individual Counseling

Family Counseling

Substance Abuse EvaluationFinancial resources \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix XX**

**COLORADO LAW**

**SECTION 2.**  22-33-104 (1), (1.5), and (5) (a), Colorado Revised Statutes, are amended to read:

**22-33-104.  Compulsory school attendance.** (1) (a)  Except as otherwise provided in subsection (2) of this section, every child who has attained the age of six years by August 1 and is under the age of seventeen years, except as provided by this section, shall attend public school for at least the following number of hours during each school year:

  (I)  One thousand fifty-six hours if a secondary school pupil;

  (II)  Nine hundred sixty-eight hours if an elementary school pupil in a grade other than kindergarten;

  (III)  Nine hundred hours if a full-day kindergarten pupil; or

  (IV)  Four hundred fifty hours if a half-day kindergarten pupil.

  (b)  Notwithstanding the provisions of paragraph (a) of this subsection (1), a school or schools shall not be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education.

  (c)  A student who participates in an on-line program pursuant to the provisions of section 22-33-104.6 shall be deemed to attend school in accordance with the requirements of this subsection (1).

(5) (a)  The general assembly hereby declares that two of the most important factors in ensuring a child's educational development are parental involvement and parental responsibility. The general assembly further declares that it is the obligation of every parent to ensure that every child under such parent's care and supervision receives adequate education and training. Therefore, every parent of a child who has attained the age of six years and is under the age of seventeen years shall ensure that such child attends the public school in which such child is enrolled in compliance with this section.

Frequently Asked Questions

Q: Do tardies add up to unexcused absences?

A: No, but your team may want to develop a school-wide intervention to address tardy behavior if it is a significant concern.

Q: Do I still have to send warning letters or teacher letters?

A: For filing purposes the only information required is the paperwork for filing is the Truancy Notice and Summons and Petitions. You can use any of the letters if your team feels that they are a valuable way to improve attendance. These can be found on the DPS website and can be modified to fit your school’s specific needs.

Q: I don’t know how to determine universal, targeted and intensive interventions for attendance

A: Contact Sarah Friend to assist your team, or contact your MH & A School Partner

Q: If a student already has a court order to attend school, should I file a contempt petition if they begin violating the court orders?

A: Yes, but only after determining that going to court again is necessary to address the issue.

Q: If a student is on State Probation should I file on him/her?

A: No, attendance is part of the Terms & Conditions of state probation; however, if it is Municipal Probation, you may file.

Q: Do I have to attend court?

A: No, and except in unusual circumstances or if a trial has been requested, your presence there is not a good use of your time. Sarah Friend will represent the district’s stance in court proceedings and will provide feedback to your team around the court decisions.

Q: Where can I find the Student Attendance Contract?

A: On the DPS Website under Student Services/MH & A, or from the Attendance Court Liaison.

Q: Am I required to do a contract?

A: The contract is not required but can often be a useful tool for determining interventions and ensuring everyone is aware of their responsibilities. This can become a court document.

There have been numerous studies on attendance policies and practices with much of the focus on how to pull students into school rather than push them out through punitive measures for non-attendance. Jodi Heilbrunn on behalf of CDE recently made available recommendations on building level policy and practices which includes reexamining policies and practices with an eye toward school engagement and attendance, considering unintended consequences, stopping every once in a while to reassess, and replacing push-out policies that your school might have with pull-in policies.

*Attendance Intervention Guide*

When assessing your schools attendance practices considerations these considerations should be made:

* Grading policy is attendance policy
* Discipline policy is attendance policy
* Everything affects school engagement

***Your first point of assessment. What is your school climate like?***

**INCREASING STUDENT ATTENDANCE:**

**Strategies From Research and Practice**

**JENNIFER RAILSBACK**

Best Practices for Establishing Positive Climate for ALL grade levels

\* Create an atmosphere where students want to come to school \* The best strategy to improve school attendance is to make your school or classroom a place where children want to come. Plan activities that children look forward to participating in.

The entire school should have the same policy regarding absences. It is very confusing for students when one teacher is very lax and does not mind absences and another teacher is very strict

Teachers can provide high expectations for all students, guide students in focusing on their strengths, and challenge students to work beyond what they think they can do. This is especially important for children of diverse cultures, who may in the past have had teachers with low expectations of them.

Have a plan in place to assess attendance during transitions from elementary to middle to high school

Make students and their families feel welcome. Greeting them when they arrive and posting signs in their native language are a couple of ways to communicate to parents and students that they are valued members of the school community. Hiring administrative staff members who speak the same language as families is another way not only to welcome bilingual families, but to provide them with someone who can act as an interpreter.

When a student is absent, immediately talk to their family member in person—by phone call during the day or the evening.

Let children know that when they are not in school, they are missed. Talk to them about why they were gone, and if there is anything you can do to help.

Reward and recognize good attendance, not just great attendance. When students are afraid of being ridiculed or criticized by both teachers and other students, or are afraid of making mistakes, they are less likely to want to work. School staff can create an environment of mutual respect within which students are not afraid to speak up.

School professionals can help with family problems by seeking referrals to other agencies or support within the district.

Don’t rely on using rewards as the only strategy for increasing attendance. Research shows mixed results for this approach, and positive results are often not long term.

Create shared learning opportunities for students to work together—either during whole-group or small-group lessons, or with peer tutoring. Some research indicates that this encourages students’ motivation and engagement.

***Enlisting Community Support***

**10 THINGS A SCHOOL CAN DO TO IMPROVE ATTENDANCE**

**COLORADO FOUNDATION FOR FAMILIES AND CHILDREN**

**Forge a relationship with local businesses where youth may congregate when**

**truant—encourage them to keep students in school during school hours.** Create a poster that states “We support youth in school and will not serve anyone under 17 during school hours.”

**Forge a relationship with local law enforcement—make them your allies in showing the community, families, and students that school is the place to be.** Empowercommunity police officers to return youth to school.

**Don’t provide the temptation for youth to be truant.** Close your campuses during breaks and lunch.

***Establishing attendance norms***:

Traditionally rules are made by authority figures. They are initiated and sustained by power—made to be obeyed, not to be discussed or challenged by students. Norms however, are collective agreements—not enforced, but agreed upon by all members of a group.

What are the attendance norms at your school?

How are those communicated to students and their families?

Is the entire faculty on board with the collective agreements?

Does your school have attendance norms that pull students in versus pushing them out?

Examples of attendance norms endorsed by CDE:

* Welcome students back after absences. No snarky comments like, “so glad you could show up today” or “why do you even bother coming to school? You’re so far behind it doesn’t matter.”
* No locking kids out of class for being tardy
* Live phone calls are made at the first unexcused absence
* Suspensions should not be related to truancy or dress code violations
* Delink behavior and grades
* Accept late work
* Allow rewrites and retests
* Never fail a student for poor attendance alone
* Teachers have regular office hours to alleviate the need for appointments
* Enter grades into the online system at least once a week
* Allow kids to work and care for siblings
* Allow credit for other valuable activities

***Development and effective use of attendance teams:***

* Coordinate with building principal or designee to determine an Attendance Support Team for the academic year.
  + The team should consist of at a minimum the school social worker and/or school psychologist, counselor, office secretary, and a building administrator
  + The team should utilize the SIT Problem-Solving Process for determining response to truancy interventions. The team should meet monthly with the SIT to coordinate intervention responses. Smaller schools and/or schools with fewer attendance issues may choose to utilize their SIT as the Attendance Team.
  + The team should utilize the SIT *Body of Evidence for Social-Emotional Learning* to track attendance interventions and parental/caregiver involvement
* As a team, develop attendance support strategies at the Universal, Targeted and Intensive levels. For support and strategies, you may request help through a referral to Mental Health & Assessment Services It is strongly recommended that Attendance Mediation Workshops be implemented at the middle and high school level. Trainings will be available

***Developing an Early Warning System:***

Jodi Heilbrunn on behalf of CDE

Research shows that we can identify kids who have a 75% chance of dropping out of high school as early as 6th grade. Students who have even one of these indicators had a 75% chance of dropping out of high school. These same guidelines hold true for 8th grade students as well.

* Attendance: chronic absences means missing 20 or more days of school for any reason
* Behavior: being suspended
* Course Completion: failing either math or English

9th graders without any early indicators in middle school still have a 75% chance of dropout if:

* They earn fewer than 2 credits OR
* Miss more than 70% of school days

Implications:

* Middle and high schools MUST look at their data
* Middle schools MUST share their data with high schools, and high schools MUST seek data from middle schools
* Someone in the high school MUST look at the middle school data-it needs to be part of someone’s job
* It is not enough to know who will likely drop out…you have to DO something.

Attendance is one of the critical indicators of dropout, which is what makes the early warning system work.

What does your school have in place to: provide supportive (not punitive) response to unexcused or excessive excused absences? Provide academic supports *before* a student fails a class? Provide restorative practices to minimize suspension?

***Universal Assessment:***

***Assessing your schools attendance needs***: In order for your attendance team to understand the schools attendance needs, regular attendance reports should be run to identify percentage of students who might be in the yellow or red zone. Talk with your principal to see if there is a stoplight attendance report that is already run as this report already determines green, yellow and red zone students. If that report is not available you can access attendance reports on infinite campus and your attendance team can analyze the data to determine what constitutes a student who is in the yellow or red zone and may warrant more intensive interventions:

Infinite Campus Attendance Report:

* Go to the Index tab in the left side of the screen
* Click on Attendance
* Click on Reports
* To access reports for schools with periods, go to Period Count; to access reports for days (usually best for elementary schools) go to Day Count
* You can pick all grades, or grades 1-5 for elementary
* Pick start/end dates (usually the first day of school or enrollment to the day before you are pulling the report)
* Pick a minimum # of periods/days missed—you may need to play around with this minimum # to get the report to run; you do not need to put a maximum
* Choose types of absences
* Choose Generate Report

***Universal school-wide systems:***

It is recommended that every school use a PBIS model to develop attendance systems. Clear school-wide expectations that are understood by students, parents and teachers help establish a climate that lets families know that attendance does matter. Consideration should be made to not only providing intervention for students with spotty attendance but also recognizing and acknowledging students who are in the green zone. Here are some examples of effective school-wide systems.

**Walking School Bus**- A walking school bus can address a family’s concerns about their child’s safety getting to and from school. It also promotes families getting to know each other and let’s students know that rain or shine, someone will be by to “pick them up” thereby promoting good attendance. **(See Attendance Tools A1-A2 for a step-by-step guide on establishing this system).**

**Attendance Fairy**- One of our creative colleagues shared this idea: I have assumed the persona of the “attendance fairy” at my school. I put on a tutu, fairy wings and I have a bell….and a huge IKEA bag. I come charging in to classroom ringing the huge bell. I introduce myself as the attendance fairy and say I have come from the far away land of IKEA…then I talk about attendance and read a list of students who have had great attendance…hand out PBIS tickets and  prizes from the IKEA bag….the kids loved it and it was soooo much fun!

**Advisory Periods**-Homeroom or advisory periods are a great way for students to make connections with the same group of students and a consistent teacher despite changing class periods. Even when other classes rotate the student has the same advisory period throughout the school year (some schools extend it to the entire four years of high school). The period is structured as a check-in time for students and a time for teachers to have conversations with the student about grades or attendance. It ensures that at least one person is on top of a student’s attendance and it is often the advisement or homeroom teacher who makes personal phone calls home when there are attendance concerns.

**Monthly or Quarterly Luncheons**: The attendance team identifies student who are at the top percentage of the schools attendance as well as a few students who have improved their attendance the most. The students get an invitation hand-delivered to the class inviting them to attend a luncheon during the class period preceding or immediately following school lunch. The student’s that I worked with really enjoyed Olive Garden so we would bring in the works: lasagna, salad, bread sticks and dessert. The students were able to miss part of class on the day of the luncheon and have lunch together as well as individual acknowledgement during the luncheon (certificates are great).

**Teacher Incentives**: Consider switching things up and attaching a teacher incentive to classrooms that have the best attendance. This can be done at the high school level as well by focusing on one particular class period (first or last period are great classes to target). For example, an incentive might be that the students can win their teacher a spa gift certificate or a front row parking spot. Not only does it get students into the giving mode by working hard together on behalf of someone else but it gives teachers extra motivation to be part of getting students into their classrooms, “make sure you are here tomorrow, I really need this massage!” This method also acknowledges those teachers that work hard to set high expectations for student attendance.

**Create Visuals**: Display attendance graphs in the faculty room to show attendance comparisons between current and past school years and publicize the loss of Average Daily Attendance (a.d.a.) funds due to unexcused absences.

**Drawings**: Students who have attended an agreed upon percentage of days are entered into a drawing. This can be done weekly, monthly, by quarter , semester or yearly. Yearly prizes include large items like: ipod, new bike, season pass to Water World or Boondocks. More frequent drawings can include smaller incentives such as free dress day, front of the lunch line pass, permission to go off-campus for lunch (HS only).

**Attendance Data Entry**: To ensure that attendance is entered accurately, consider incentives for teachers who report consistent and accurate attendance.

**RTI Classes**: Response to Intervention academic classes to support students’ academic needs or gaps.

**The Breakfast Queen/King**: Have a really delicious ready-to-serve breakfast on a randomly chosen day once a month. Walk into each classroom with the yummy breakfast and announce that you are looking for classrooms that have perfect attendance to share your breakfast with. Classrooms with perfect attendance get to have a breakfast break. For reinforcement, consider spot-checking at random times during the month and announcing, “now if I was walking in here with breakfast today would you have earned it?”

**Newsletter announcements**: Write up a humorous email for the teachers to read aloud word-for-word. Use a creative format to announce who has made improvements or who has perfect attendance for the week. For example, if it’s opening day for the Rockies, have that as a theme to report the attendance.

**Grade Level Competitions:**

* School wide challenges to have 95% attendance or greater by grade level in order for the grade level to earn a free dress day or first class to go to the lunch room every day for an designated amount of time.
* Classroom with the best attendance gets a banner over their door.
* Use bright visuals if doing classroom contests. Students should be able to see their classroom’s attendance displayed on a bar graph or some other visual.
* Seek small or large financial incentives from the parent association to be awarded to the classroom with the best attendance record; allow teachers to spend financial rewards for any purpose selected by the class members or the teacher.

**Build Consistent Policies with Visuals**: Let parents know up-front what the school expectations are for attendance and what to expect if students are not attending consistently. Have students sign flags that can be posted in the classroom, “Yes, we can be here every day, week of \_\_\_\_”

**Incentive Ideas**:

* **Less frequent big incentives**: Ipods, season passes, bikes, *good* tickets to sporting events.
* **Leadership opportunities**: Student representative on the attendance team. Student council member (gets to advise on incentives and attendance procedures). Student helper.
* **Incentives that don’t cost a thing:** Verbal acknowledgement. Free dress day. Off campus lunch. Front of lunch line passes.
* **Other ideas:** Fabricated school store money. Certificates. Luncheons. Raffle tickets for being caught doing the right thing. Tickets to games.
* Ask the students! Oftentimes they have the best ideas.

***Targeted Assessment:***

**Assessing the situation:**

HOME SITUATION

* What might be occurring at home that may have an impact on school attendance, i.e., staying up too late, family disruption, crisis, etc.?
* How much time does the student spend at home?
* Is the student out of control of the parent/guardian?
* What is the school history of nuclear family members?
* Is the student being kept home to baby sit or perform other duties?
* Does the student leave home for school each morning and never

arrive at school?

* Does the student have any medical or mental health issues?
* Are there substance use/abuse issues by the student or family members?

SCHOOL SITUATION

* Is the student having academic problems, peer problems or overall school adjustment problems?
* Does the student need to be referred to the Student Intervention Team (SIT)?
* What does the student’s school history show? Review school records and pertinent data for prior attendance history, etc.
* What are the student’s strengths and weaknesses?
* What kind of in-school support can be made available to the student?
* Does the student arrive at school but never get to classes?

COMMUNITY

* Does the student have support systems which could be mobilized to assist in reversing the truant behavior, i.e., community based agencies, recreation activities, probation officer, Denver Department of Human Services, extended family, etc.?
* Is the student involved in negative activities in the community, i.e., substance abuse, gang affiliation, delinquency, etc.?
* How much time does the student spend in the community involved with positive activities?

**(See Attendance Tool B-1 for an Attendance Questionnaire)**

***Targeted Interventions***: Your attendance team should have a system to identify when a student has attendance that qualifies as yellow zone and need more targeted interventions. Here are some examples of effective targeted interventions:

**The All-Mighty Phone Call Home**: Automated calls get the job done but nothing beats a personal phone call. Phone calls should be made at the first unexcused absence. Consider creating a script for teachers **(see attendance tool C-1 for an example of a scripted phone call)**

**Attendance Mediation Workshops (AMW’s):** Attendance Mediation Workshops address attendance issues in the transition years between middle and high school, when the rate of disengagement is at its peak **(see attendance tool D-1 for AMW fact sheet). These workshops are strongly encouraged.**

**Adoptee Program**: Teachers, office aides, secretaries make daily to weekly informal contact with a small caseload of high-risk students.

**Make-up Classes**: Initiate make-up classes conducted on one day of a weekend when a student is deemed a truant; use a "no-frill" room on campus and establish an after-school or weekend study program for students who fail to attend. For example, any time a student has two unexcused absences they are required to attend a three hour Saturday session to do make-up work.

**Attendance Review Panel**: At the high school level consider using your attendance team as an attendance review panel. Once an individual assessment has been done to determine the student’s needs, the next level of intervention can be with the panel. Students are called to meet with the review panel to discuss their attendance needs. Expectations are presented and the student is asked to sign a contract. The student then has a review date set and knows that the committee will be meeting with them again to review progress. Teachers are prepared of the date well in advance so that they can plan around students being out of class.

**Student Intervention Team (SIT):** Consider using the SIT for higher level intervention.

**Attendance Letters:** The Attendance Manual outlines the procedures for sending attendance letters and includes. Consider having teachers sign the attendance letters.

**Daily check-in/check-out:** Student checks in at the beginning of the day with a designated individual and then check-out with that person at the end of the day.

**Parent Conference:** At the first sign of attendance problems a parent conference should be initiated in order to assess the student/family needs and to give a clear message of the school’s attendance expectations.

**Contracting:** Contacts are an agreement between the student, their parents, and the school**. (See Attendance Tools E1-E2 for sample contracts).**

**Collaboration:** If you have Parent Liaisons or Americorp volunteers, coordinate with them how to approach attendance interventions.

**Progress Monitoring:** Teach students to progress monitor their attendance. Consider putting their data into an Excel spreadsheet to create a graph visual. Set attendance goals with the student and consider attaching incentives to achievement of attendance goals**. (See attendance tool F1 for an example of progress monitoring)**

**Checkbook Incentive Program:** At Prep Academy, students are given checkbooks to manage. Because of their small population, Prep uses this as a universal intervention. As a yellow zone intervention it might look like this: Student receives $1 into their “checking account” each time they meet an agreed upon goal. Students can use their checking account to make purchases from an inventory guide. (Prep uses gift cards at Safeway as they have a large variety to choose from such as restaurants, phone minutes, itunes and it’s an easy transaction using school checks). When the student is ready to spend their money, they choose from an inventory list and write a check the same as they would if it were real money and the items are purchased by school staff that same week. As a universal intervention, students with a particular attendance rate receive the deposits into their account. Please contact [Amy\_McDiarmid@dpsk12.org](mailto:Amy_McDiarmid@dpsk12.org) if you have specific questions about implementing this program.

**Home Visits:** If multiple attempts have been made to contact parents, a home visit should be made. This not only gets the school connected with the family but verifies that the family does in fact live at the address recorded which is important if truancy court action is initiated.

**Attendance Groups:** Weekly groups with an identified target group of students. Groups can be used as problem solving sessions or to develop strategies for better school attendance. Consider having the group establish a group goal for their attendance and make progress monitoring part of the group.

***Documenting and Recording Interventions:***

When providing interventions it is important to document them in IC so that there is a record of what the school has done to try to pull the student back in. This is also good communication so that others in your school know that interventions are taking place:

***Keeping a personal record of interventions:*** Whether it’s on word on an excel spreadsheet, it’s crucial to keep a running log of attendance interventions. This will help you sort out who has had interventions and at what stage of intervention they are. **(See attendance tool G1 for a sample of an attendance record)**

***Documenting Attendance in Infinite Campus***

From menu on left side, go to Instruction.

Conference is under Instruction—click on to open. If there are other entries, you will be able to open and read.

To enter your information, click on ‘New’

You can leave the date as today, or change as needed.

Under ‘contact type’ there is a pull-down menu that has many choices, including:

Telephone, US Mail, email, Parent-SW, Student-SW, Other, SARB, Court Referral, Attendance Plan, 5-day Letter (now known as Truancy Notice), Home Visit, SIT referral, Child Abuse Report, etc. Parent/Student + Psychologist is not a choice because when this was added to IC it was developed specifically for SWs to record their attendance interventions. If you are a psychologist you can put that in the body of the text.

You do not need to put who you are—IC will automatically pull this information from your log-in.

In the text box, be brief and factual (ex. “Met with student and parents, signed attendance contract” or “Attempted home visit to determine if family still resides at listed address: home appeared vacant” DO NOT include subjective statements such as “parent sounded drunk on the phone”

Then click ‘save’ and your data will be stored.

***Intensive Interventions:***

**See Attendance Procedure Manual**

Attendance Tools

|  |  |
| --- | --- |
| Walking Schools Bus | A1-A2 |
| Attendance Questionnaire | B1 |
| Scripted Phone Call | C1 |
| Attendance Mediation Worksheet | D1 |
| Sample Contract (English) | E1 |
| Sample Contract (Spanish) | E2 |
| Progress Monitoring | F |
| Attendance Record | G |

A1

Starting a walking school bus:

the basics

What is a walking school bus?

A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that’s part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school. The flexibility of the walking school bus makes it appealing to communities of all sizes with varying needs.

Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.

Starting simple

When beginning a walking school bus, remember that the program can always grow. It often makes sense to start with a small bus and see how it works. Pick a single neighborhood that has a group of parents and children who are interested. It’s like a carpool—without the car—with the added benefits of exercise and visits with friends and neighbors. For an informal bus:

1. Invite families who live nearby to walk.

2. Pick a route and take a test walk.

3. Decide how often the group will walk together.

4. Have fun!

When picking a route, answer these four questions:

**1. Do you have room to walk?** Are there sidewalks or paths? Is there too much traffic?

**2. Is it easy to cross the street?**

**3. Do drivers behave well?** Do they yield to walkers? Do they speed?

**4. Does the environment feel safe?** Are there loose dogs? Is there criminal activity?

For more help identifying walkable routes, use the Walkability Checklist that can be found at www.walktoschool.org/buildevent/checklists.cfm.

www.walktoschool.org www.saferoutesinfo.org

**First, determine the amount of interest in a walking school bus program. Contact potential participants and partners:**

Parents and children Principal and school officials

Law enforcement officers Other community leaders

**A2**

**Second, identify the route(s).**

The amount of interest will determine the number of walking routes.

Walk the route(s) without children first.

**Third, identify a sufficient number of adults to supervise walkers.**

The Centers for Disease Control and Prevention recommend one adult for every six children. If children are age 10 or older, fewer adults may be needed. If children are ages 4 to 6, one adult per three children is recommended.

**Next, finalize the logistical details.**

Who will participate?

How often will the walking school bus operate? Will the bus operate once a week or every day?

When do children meet the bus? It’s important to allow enough time for the slower pace of children, but also to ensure that everyone arrives at school on time.

Where will the bus meet children—at each child’s home or at a few meeting spots?

Will the bus operate after school?

What training do volunteers need?

What safety training do children need? See “Walking School Bus: Guidelines for talking to children about pedestrian safety” at <http://www.walkingschoolbus.org/safety.pdf>.

**Finally, kick-off the program.**

A good time to begin is during International Walk to School Month each October. Walk and look for ways to encourage more children and families to be involved. Have fun!

B1

***Attendance Questionnaire***

**What is currently happening in your life that keeps you from attending class?**

Please fill in any circles from the categories below that are applicable to your situation.

All of your answers will be kept confidential except for those marked with an asterisk: \*

**How does missing class affect you and others? Explain:**

**Who would be able to support you and help you with your situation?**

**What actions can be taken that will enable you to attend class regularly?**

**Student Signature: Date:**

**Academic Problems**

 The subject material is too hard

 I'm afraid of tests

 I don't like sitting in class

 School work is boring

 I'm not motivated to learn

 I don't get enough help in class

 My teacher doesn't like me

 I don't like my teacher

 I'm failing my classes so going to class is useless

 I don't learn anything in school

 Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Family Problems**

 My home life is a mess

 My parents don't care about school

 I don't have transportation to school

 I have to take care of other family members

 I don't have enough clothes

 I work during the school day

 I'm being abused or neglected\*

 I'm afraid things will fall apart if I leave home

 I think I am pregnant

 I recently lost a loved one

 Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mental Health/Health Issues**

 I am depressed/sad

 I can't focus in class

 I am sick a lot

 I feel sick when I think about attending school

 I don't eat before or during school

 I'm having problems with drugs/alcohol abuse

 My prescription drugs make it difficult to learn

 I can't stay in my seat during class

 I am feeling suicidal\*

 Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Social Problems**

 Other students pressure me into skipping class

 I'm having problems with gangs

 I'm in a gang

 I'm being bullied

 I feel alone at school

 I don't have any friends

 I'm ashamed of how I look

 I socialize and talk too much

 I don't feel safe at school

 Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C1**

**ATTENDANCE SCRIPT FOR CALLS TO PARENTS/GUARDIANS**

These are examples which can be used by teachers, attendance clerks, paraprofessionals, and others in making attendance calls to the home or having conversations at school:

* Why is the student absent today and/or in the previous days?
* When can we expect him/her to return?
* What can the parent/guardian do to assure that the student attends regularly?
* What can the school do to help resolve the problem? (parent/guardian conference, Social Worker/Psychologist intervention, assistance by other school staff, etc)
* Inform the parent/guardian that excuses without medical verification or other legitimate documentation are not accepted; if their child is ill and they have no way to get him/her to a doctor, they should be seen by

the school nurse. If the school nurse deems the child too ill to be at school, that absence will be excused

* Emphasize that absences cause students to fall behind in class work and often result in their not wanting to attend school.

D1

**ATTENDANCE MEDIATION WORKSHOP QUICK FACT SHEET**

**2012-2013**

**School Social Workers and School Psychologists assess attendance data and lead truancy reduction efforts though planning and implementing Attendance Mediation Workshops**

* School attendance is a determining factor in academic achievement and college-readiness
* Students who attend school regularly are more productive academically and socially
* Attendance Mediation Workshops address attendance issues in the transition years between middle and high school, when the rate of disengagement is at its peak
* Attendance Mediation Workshops have a strong parent engagement component, and utilize Restorative Approach techniques to re-connect students to school
* Attention to equity and access is an important component in Attendance Mediation Workshops

**Data**

* After the workshops, students’ total absenteeism dropped on average from 27% to 19% and their averaged unexcused absence rate dropped from 19% to 13%
* Attendance Mediation Workshops are a cost effective alternative to truancy court (AMWs cost approx. $142/students, compared to approx. $1600/student for court)

**How It Works in Schools**

* Attendance Mediation Workshop training will be available this school year to selected middle and high schools who have not had a previous training and do not have current Attendance Mediation Workshops; we will train a number of schools who have expressed their interest and where the data supports the implementation
* The target students are those at risk of becoming disengaged from school (students who have missed 20 or fewer days of school and who are not already involved in the juvenile court system)
* Trained school teams, led by the school social worker &/or school psychologist will lead the planning, coordination, implementation and follow up for the Attendance Mediation Workshops in the school year 2012-2013 (the workshops are held in the evenings 3-5 times a school year in months designated by the school team). AMWs involve the staff, students and parents in developing an action plan/contract
* Restorative Approaches are a key component of AMWs

Contact person: Sarah Friend at 720-423-8089 or Sarah\_Friend@dpsk12.org

E1

**Skinner Middle School**

**Attendance Contract/Agreement**

Please place your initial next to each item to indicate that you have read, understand and agree to the item.

**STUDENTS:**

\_\_\_\_\_ 1. I understand that regular and on-time attendance is important to my academic progress.

\_\_\_\_\_ 2. I understand that repeated excessive absences and late arrivals to school or class will not be excused. School starts at 7:35 a.m. and I should be seated at my desk at that time.

\_\_\_\_\_ 3. I understand that I am responsible to get and complete any work that I miss due to an absence.

\_\_\_\_\_ 4. I understand that it is a law in Colorado that all students between the ages of 7 and 17 must attend school regularly and that failure to do so will result in a truancy court hearing.

\_\_\_\_\_ 5. I understand that I may be kept after school or required to attend Saturday School to make up missed school time.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ promise to work at being in school every day and to arrive to my classes on time.

(Student Name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**PARENTS:**

\_\_\_\_\_ 1. I understand that regular and on-time attendance is very important to my child’s academic success. Students should be in their first period classroom at 7:35 a.m.

\_\_\_\_\_ 2. I understand that I am to call the attendance clerk at 720-424-1420 to explain any absence that my child may have and I must write a note when my child returns from an absence.

\_\_\_\_\_ 3. I understand that I should contact the school nurse at 720-424-1434 to communicate any medical condition that is affecting my child’s attendance.

\_\_\_\_\_ 4. I understand that my child may be kept after school or be required to attend Saturday School to make up missed school time.

\_\_\_\_\_ 5. I understand that it is a law in Colorado that all students between the ages of 7 and 17 must attend school regularly and that failure to do so will result in a truancy court hearing.

\_\_\_\_\_ 6. I understand that the school will intervene with my child and me if attendance continues to be a problem and that I will be required to attend meetings and possibly a court hearing in Denver Juvenile Court to resolve the problem.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ promise to work with my child and the school to assure that my child attends school

every day and arrives to school on time.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date

E2

**Escuela Media Skinner**

**Contrato/ Acuerdo de Asistencia**

Por favor escriba sus iniciales al lado del ítem para indicar que UD. ha leído, entendido y está de acuerdo con el ítem.

**ESTUDIANTES:**

\_\_\_\_\_ 1. Entiendo que una asistencia regular y puntual es importante para mi progreso académico.

\_\_\_\_\_ 2. Entiendo que ausencias excesivamente repetidas y las llegadas tarde a la escuela o a la clase no serán excusadas ni justificadas. La escuela comienza a las 7:35 a.m. y yo debería estar sentado en mi banco a esa hora.

\_\_\_\_\_ 3. Entiendo que yo soy responsable de conseguir y completar cualquier tarea que me haya perdido debido a las ausencias.

\_\_\_\_\_ 4. Entiendo que es una ley de Colorado que todos los estudiantes entre las edades de 7 y 17 años deben asistir a la escuela regularmente y que de no hacerlo resultará en una audiencia de la corte.

\_\_\_\_\_ 5. Entiendo que puede que me retengan luego del horario escolar o necesario asistir a escuela de sabado para recuperar por el tiempo perdido de clase.

Yo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prometo intentar asistir a la escuela todos los días y estar en mi clase a tiempo.

(Nombre del Estudiante)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Firma del Estudiante Fecha

**PADRES:**

\_\_\_\_\_ 1. Entiendo que una asistencia regular y puntual es muy importante para el éxito académico de mi hijo. Los estudiantes deben estar en sus salones en el primer período a las 7:35 a.m.

\_\_\_\_\_ 2. Entiendo que debo llamar al encargado de la asistencia al 720-424-1420 para explicar cualquier ausencia que mi hijo pueda tener y que debo escribir una nota cuando mi hijo regresa de una ausencia.

\_\_\_\_\_ 3. Entiendo que debo llamar a la enfermera escolar al 720-424-1434 para comunicar cualquier condición médica que esté afectando la asistencia de mi hijo.

\_\_\_\_\_ 4. Entiendo que mi hijo puede ser retenido luego de la escuela o necesario asistir a escuela de sabado para recuperar tiempo de clase.

\_\_\_\_\_ 5. Entiendo que es una ley en Colorado que todos los estudiantes entre las edades de 7 y 17 años debe asistir a la escuela regularmente y que de lo contrario, resultará en una audiencia de corte.

\_\_\_\_\_ 6. Entiendo que a escuela intervendrá si la asistencia de mi hijo/a continua siendo un problema y que yo tendré el requerimiento de asistir a reuniones y posiblemente una audiencia en la Corte Juvenil de Denver para resolver el problema.

Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prometo trabajar con mi hijo y con la escuela para asegurar que mi hijo asista

(Nombre del Padre) a la escuela todos los días puntualmente.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Firma del Padre Fecha

F1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Weekly Attendance** |  |  | **Month:** |  |  |  |
|  |  |  |  |  |  |  |
| **Teacher** | **Week** | **Attendance** | **Week** | **Attendance** |  |  |
| Anny, Nette | Jan 4-6 | 0.73% | Jan 9-13 | 0.58% |  |  |
| Andrews, Jason |  | 0.78% |  | 0.48% |  |  |
| Berg, Lisa |  | 0.61% |  | 0.48% |  |  |
| Buch, Bill |  | 0.80% |  | 0.50% |  |  |
| Flamingo, Sarah |  | 1.00% |  | 0.43% |  |  |
| Garcia, Linda |  | 0.67% |  | 0.50% |  |  |
| Garcia, Marais |  | 0.68% |  | 0.55% |  |  |
| Guarin, Mary |  | 0.73% |  | 0.60% |  |  |
| Laurence, Kija, |  | 0.60% |  | 0.11% |  |  |
| Laurent, Tim |  | 0.72% |  | 0.22% |  |  |
| Lovato, Mike |  | 0.62% |  | 0.42% |  |  |
| Mcdonald, Lee |  | 0.68% |  | 0.61% |  |  |
| Morea, Ronald |  | 0.79% |  | 0.36% |  |  |
| Obert, Jane |  | 0.72% |  | 0.76% |  |  |
| Paddy, Jose |  | 0.65% |  | 0.58% |  |  |
| Salie, Brenden |  | 0.65% |  | 0.46% |  |  |
| Williams, Robert |  | 0.80% |  | 0.53% |  |  |
| Washington, Henrietta |  | 0.87% |  | 0.39% |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

G-1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Last Name** | **First** | **Student ID #** | **Grade** | **Advisor** | **Attendance Contract** | **Home Visit / Call Home / Parent Conf.** | **Court Warning Letter Sent** | **Petition for Truancy Court Submitted** | **Notes** |
| Johnson | Tom | #### | 9 | Joe | 9/25/08 |  |  |  |  |
| Smith | Amy | #### | 9 | Joe |  |  |  |  | Mom frequently calls student in sick |
| Williams | Tom | #### | 9 | Joe | 9/25/08 | P.C. 10-13-08 | 11/3/08 | 11/25/08 |  |
| Johnson | Amy | #### | 9 | Joe |  |  |  |  |  |
| Smith | Tom | #### | 9 | Joe | yes/08-09 | Yes/08-09 | yes/08-09 |  |  |
| Williams | Amy | #### | 9 | Joe |  |  |  |  |  |
| Johnson | Bill | #### | 9 | Joe |  |  |  |  |  |
| Smith | Joan | #### | 9 | Joe | 9/25/08 |  |  |  |  |
| Williams | Brad | #### | 9 | Joe |  |  |  |  |  |
| Johnson | Ava | #### | 9 | Joe |  |  |  |  |  |
| Smith | Leigh | #### | 9 | Joe |  |  |  |  |  |
| Williams | Sara | #### | 9 | Joe | 9/25/08 | H.V.10-27-08 | 11/15/08 |  | File contempt if no improvement |
| Smith | John | #### | 9 | Joe |  |  |  |  |  |
| Williams | Mary | #### | 9 | Joe |  |  |  |  |  |

Special thanks to: Joe Walden, Amy McDiarmid, Susanna Raber and others for sharing some of their ideas and/or forms.

If you have creative attendance ideas or forms that you would like to share, please submit them to Paula Keenan or Sarah Friend so that they can be included in updated versions of this guide.